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Implementation of the School Literacy Movement (SLM) during the Covid-19 Pandemic in Elementary Schools

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Abstract

The implementation of school literacy movement (SLM) activities during the pandemic encountered challenges. The activities that are usually carried out in school, now students have to learn from home. Every school is required to adapt and innovate during this pandemic, including school that hold SLM activities. The importance of SLM activities on student literacy, make school have to do maximal effort so that the activities still going on. The use of technology is one solution to become a supporting tool for SLM activities during the pandemic. This study aims to find out the implementation of literacy activities in elementary school during the pandemic. The method used in this study is a systematic review. In implementation, school that continue to carry out SLM activities are school that innovate, school that carry out good management and use technology as a tool.

Keywords: Elementary School, Pandemic, School Literacy Movement

Introduction

Reading is a useful activity to find out some information. Someone will get information and insight if they understand the writing they read. In this case, school is an ideal place to facilitate students to love reading. For elementary school level, students need to be guided by a teacher or their parents. One of the ongoing activities to increase elementary school students' interest in reading is through the School Literacy Movement (SLM). The SLM proposed and modified by the Directorate General of Primary and Secondary Education is a concern for the low competence of students in Indonesia in the fields of mathematics, science and reading. This is corroborated by surveys from TIMSS and PIRLS which show that the reading comprehension level of fourth grade elementary



school students in Indonesia only has a score of 428, below the international average score, which is 500. This shows that the level of understanding of Indonesian students is low when compared to with other countries. Through the school literacy movement, students are expected to be able to develop an interest in reading and an understanding of the sources of information around them.

The Covid-19 pandemic has changed the system of social order in Indonesia and even the world. This has an impact on the implementation of SLM in elementary schools. SLM activities that were previously carried out face-to-face, now schools have to innovate. Schools are encouraged to be able to adapt in this situation. Only schools that have adequate facilities, pre-facilities and human resources are able to adapt.

During the Covid-19 pandemic, SLM implementation certainly requires structured and directed cooperation from all parties. The implementation of collaboration can be carried out with various parties through habituation, development, and student learning in a structured and directed manner which is urgently needed to achieve the implementation of Abidin's SLM in (Mumpuni et al., 2021) . Barriers to SLM implementation can be minimized with the support provided from various parties. Thus, schools can implement and maximize SLM, especially in elementary schools. Furthermore, there is a need for outreach and assistance to be carried out for the management of SLM during the Covid-19 pandemic. This is done so that SLM can be applied optimally during this pandemic. For this reason, SLM is expected to be used as an activity that can develop student character.

According to Faizah et al in (Danar & Rosdiana, nd) SLM aims to foster literacy in students through the School Literacy Movement which is useful in order to foster a literacy ecosystem in students so that they become generations of lifelong learners. While the specific objectives are: a. Fostering a literacy culture in schools. b. Increase the capacity of residents and the school environment to be literate. c. Turn the school into a turn school into a place to gain insight with the reading literacy movement.



Through this literacy movement, especially basic literacy, it is hoped that students will be able to increase their knowledge and be able to take advantage of wider access to improve competence. SLM strengthens the character development movement as outlined in the Minister of Education and Culture Regulation Number 23 of 2015. One of the activities within the movement is "getting into the habit of reading fiction or non-fiction books before learning begins for 15 minutes." This activity aims to increase literacy interest and reading skills so that students are able to master knowledge better than before. The reading material presented can contain moral values, in the form of local, national and global wisdom.

Previous research said that the effectiveness of digital literacy during a pandemic can be said to be quite effective. Based on the explanation above, this study seeks to find out the implementation of literacy activities in elementary schools during the pandemic. Thus, the previous authors suggested for future researchers to carry out an update in a systematic review discussing the strategy and implementation of schools holding SLM during a pandemic.

Method

This article review uses a systematic review type according to the guidelines in the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA method). meta-analysis is a meta-analysis. Meta-analysis is research research conducted by researchers by summarizing research data, reviewing and analyzing (Utami et al., 2020). The result synthesis is in the form of a narrative (meta-synthesis). The criteria for the articles used are: 1) articles that describe SLM at school; 2) articles written in Indonesian and English; 3) issued in 2020; 4) National Articles; 5) published on the Google Scholar page.

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Discussion

SLM Innovation

Innovations in carrying out SLM activities during a pandemic need to be carried out. Activities that were previously conventional are now transformed according to the times. One of the innovations made by the school is using a *drive-thru library* as a solution during a pandemic.



In its implementation, this innovation develops a 4-d model according to Thiagarajan (Edward, 2021) , which at this stage only carries out up to stage III, namely defining, planning, developing. As a result, school literacy activities can still run even though students study from home. Students can borrow books in the school library using the drive-thru system without having to enter the library or school grounds which have the potential to cause contact with other people. Students simply order books through the application and then pick up the books that have been borrowed at the loan window that has been prepared at the school gate. Likewise, school residents, such as educators and education staff who want to borrow books, can also avoid direct contact without the need to enter the library room because of the *drive-thru system* .

According to research (Fauziah & Suhandi, 2021) the role of the teacher is very influential on the success of learning, including literacy activities. The habituation of literacy activities must be carried out even in *online form* . The innovation made at Majalaya Elementary School, Bandung is quite simple. The teacher instructs students to read monitored via Zoom or Google meet. If there are students who don't have the tool, the other options are sending videos of students reading activities or sending a summary of the book they have read. To motivate their students, the teacher plans to give *rewards* to students who regularly read and send their summaries. The goal is not only to get prizes but students will definitely benefit from the literacy activities themselves. *Rewards* given to students can be in the form of an online achievement board made by the teacher to collect star points, so who gets the most stars from the teacher at the end of the lesson, the results will be given a set of learning tools or other prizes prepared by the teacher. Even so, the teacher will slowly remove the *reward* , so that students are not dependent on praise or gifts. *The reward* here is only as a stimulus at the beginning, so that in the future students are expected to carry out reading activities without having to expect *rewards*.

SLM Management

Because learning at SDN 03 Tiwulanda is carried out at each other's homes, so that it has an impact on SLM activities, for this reason the school initiated collaboration with the surrounding environment. The aim is to make the program that has been initiated a success, in this case namely SLM. Schools collaborate with KKN students and their lecturers to provide assistance to parents and students. The first stage was carried out by KKN students and lecturers, namely conducting outreach to parents of students regarding the management of SLM during a pandemic.



This socialization material emphasizes the importance of the parenting style used by parents which greatly influences the results of implementing SLM mentoring activities during the Covid-19 pandemic (Mumpuni et al., 2021). It is strongly recommended that parents apply democratic parenting. A supportive environment and the role of parents are clear examples of the successful implementation of SLM at home. Meanwhile, the teacher's role in SLM activities is only directing through the stages and habituating SLM activities so that they can be carried out properly even though they are carried out from home. The things that need to be prepared by the teacher in order to facilitate SLM activities are the provision of online recording. The last stage is the implementation of socialization by the teacher which has been designed in the SLM activities carried out during Covid-19. The design of this activity includes activities, creating platforms, and providing supporting materials for SLM activities during the Covid-19 pandemic.

Seven schools in Dasan village did the same thing. The school there collaborated on mentoring and outreach. After seeing the potential and problems that exist, they provide socialization and assistance related to empowering school libraries. This activity was carried out with preparation which was then surveyed again regarding the problems in the school library, after which an in-depth analysis was carried out regarding the problem. Assistance is carried out by providing advice and opportunities, then holding discussions and consultations with the village government, teachers and library users. Seeing the conditions and situations related to the practice carried out in the school library in the new Dasan village, it is said that it is maximal in terms of information literacy. In this stage, someone already has the expertise to quickly find information from various sources related to the search. In addition, at this stage a person is able to start looking for information and when to end the search for information just by skimming the information obtained. In short, at this stage the skill of "purposive searching" is already owned by someone. Libraries exist to encourage laziness that haunts people's interest in reading. In this case (Ardyawin et al., 2021) states that the library plays a role in overcoming problems that are important enough to dispel the feeling of boredom that people feel when they are just at home. To continue to enjoy working or studying from home, digital libraries and *online tours* can be a solution for the local community. The increase in the use of digital libraries has certainly had a pretty good impact on literacy interest in the community.

Service activities, mentoring and socialization of SLM during the pandemic were also carried out at the Sriamur village elementary school. The community service activities carried out



seek to foster students' interest in reading and present interesting activities in increasing literacy. Through this activity, students are expected to be able to develop and stimulate reading literacy skills, imagination, knowledge and also creativity. Furthermore, the activities carried out (Lutfi et al., 2021), namely socialization, this socialization was carried out to parents of students by providing information related to the implementation of community empowerment. In addition, the information provided to people can be accessed on the literacycloud.org page which can then be used as reading assistance activities. This activity is expected to provide a response to parents, where after this activity ends reading activities are able to increase student literacy. The next activity is mentoring reading activities, this activity is carried out in 4 meetings which are carried out in groups and according to the class level. Of course, this activity is also carried out digitally through the literacycloud.org platform, with a maximum of two children in groups. What was done in the first meeting was that reading assistance activities were only given printed books such as fairy tales, comics, poetry, textbooks and others. This can make an analysis of children's motivation in reading books. However, the results obtained are actually less effective, children feel bored quickly and divert their attention. There are still many children who are less motivated to read textbooks. The next meeting, socialization to several children who have *smartphones* regarding the use of the literacycloud.org page. An alternative for children who don't have smartphones, Bersver took the initiative to provide laptop facilities to make it easier for children to access them simultaneously. This reading activity is divided into two, reading in a sassy but guided voice is carried out by lower class children. Meanwhile, reading silently and doing it independently is an activity for upper class children. Children are welcome to freely choose the books they like.

Digital Literacy

The principal is a captain who can direct the goals of the school. Innovative and progressive school principals can boost their school environment. In a pandemic situation like this, SDN in the Tungkallir environment, Banyuasin carries out learning by utilizing digital literacy. The results according to (Slamet et al., 2021) there is a significant influence between teacher digital literacy on the success of BDR in Public Elementary Schools in the Tungkallir Banyuasin sub-district. It can be interpreted that the use of digital literacy has a positive role in the success of BDR.



Adjustment of learning methods is carried out by Madrasah Ibtidiah Jam'iyatul Khair. The implementation of digital literacy enrichment was carried out by PKM partners at Madrasah Ibtidiah Jam'iyatul Khair to help schools provide additional learning methods in an effort to increase digital literacy enrichment. The first activity was an introduction to fables for students at the Jam'iyatul Khair school. The second activity is the introduction of the Kahoot! as one of digital literacy that can be used by teachers to students at Jam'iyatul Khair school. This digital literacy enrichment activity turned out to have a very positive impact on teachers and students at Madrasah Ibtidiah Jam'iyatul Khair. In the study (Wahyuni et al., 2021) the teachers seemed very enthusiastic about gaining new knowledge that could add to their knowledge about giving the Kahoot! application. for additional learning media for students. This enrichment in the form of providing online conference meetings and video tutorials will also have an impact on the formation of student character to be more enthusiastic about learning online during this pandemic.

The use of digital media is one of the solutions to create independent learning during a pandemic. This is what prompted SDN in Patembak, Deli Serdang to use *literacycloud web-based learning media* . The results of the pre-test and post-test resulted in a significant increase of 37 points, it was obtained from all participants who took part in the activity. This increasing factor was caused by the dissemination around literacy.cloud that was obtained by teachers and parents of students. The conclusions that can be described according to (Kisno et al., 2021) include: (1) All participants who took part in this activity, both parents and teachers, experienced an increase in understanding of the fun reading method; (2) teachers and parents can apply and have accounts from *literacycloud* . (3) the practical results show that some teachers can use *literacycloud.id* very well and (4) the whole series of dissemination has made most of the participants feel satisfied

Conclusion

SLM activities are activities that are useful for elementary school students, so schools are trying their best to continue holding SLM activities even during a pandemic. The efforts made by schools varied, according to each ability. Innovations in implementing SLM activities in elementary schools include developing a *drive-thru library* , monitoring SLM habituation on Zoom or Whats App. In addition, there are also schools that manage SLM activities in collaboration with the community, students and universities. The use of technology is one of the solutions for SLM activities during a pandemic, while the use is by converting conventional reading into digital literacy .



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